

# Annual Reporting - Kids Unlimited Academy

## Questions

1

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

2

What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

3

SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit [https://www.oregon.gov/ode/StudentSuccess/Documents/69236\\_ODE\\_CommunityEngagementToolkit\\_2021-web\[1\].pdf](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf) and where your efforts might land on the spectrum as you complete your response.

4

As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

## 2022-23 Annual Reporting Response

Using SIA funds, we were able to continue a consistent program for our community. Hiring two instructional coaches to support literacy and school improvement has allowed both teachers and students to benefit by meeting in small groups with similar needs and interests or on an individual basis. Both a Behavior Systems Coordinator and a counselor worked to align mental health needs and analyze behaviors and achievement. As a result, we now have solid policies in place. Teachers with the assurance of our mental health staff are now in agreement to support student's needs in the classroom instead of sending them to the behavior room. Staff are supported by the Behavior Team to learn skills to manage their own classroom disruptions. Personnel regularly observe classes and students to help further build inclusive plans that keep children in class. The addition of an ELD teacher creates even smaller ESL classes. Summer School proved to be well attended and received. Coaches provided integrated instructional strategies and support to teachers. Our data is showing that these shifts in paradigm and practice are increasing student achievement and wellness.

Barriers we experienced included staffing shortages, new leadership and past paradigm practice. Difficulties with finding personnel with the right credentials and experience is challenging. Positions tend to stay open longer periods of time than in previous years. Another challenge we faced was the loss of our leadership over the past year. We were able to bring in an interim director with past knowledge of KUA. This allowed us time to rebuild the leadership team, and we now feel our team is headed in the right direction. Much critical work is being done to rebuild and create our new team. Culture issues and past practice, from instructional strategies to ways of dealing with student behaviors, were contributing to dysfunction. The focus of last year was supporting teachers to understand the power of relationships and to hire staff that aligned with the new KUA vision and goals. Another barrier that impacted the culture and implementation of programs was the lack of substantive and meaningful family engagement. KUA focused on gathering more input from families throughout the 22-23 school year. Most of this engagement was focused on our middle school families as KUA gathered feedback on the middle school program.

KUA continues to value and prioritize student, family, and staff engagement as we move our revised instructional model forward. Through meaningful conversations with all groups, we are building a collective unified vision for the future of KUA. Responsive relationships are at the heart of KUA and will continue to be a core aspect of our work in the future. In particular, we have changed our approach to two-way family communication, which we felt needed strengthening. We have provided a broad array of approximately 12 family engagement opportunities including parent education nights, open houses, site council meetings and large family gatherings in order to encourage family voice and ideas and share information on KUA's strategies and outcomes. Surveys provided another means of eliciting family feedback. We have also made targeted efforts to change our engagement approach with staff as well. Given our change in leadership and our new vision for the direction in KUA's instructional approach, we worked hard to engage staff to be on board and supportive of the changes. Although this proved challenging at first, we were ultimately successful in getting staff buy-in. Through sharing data with staff and engaging them in conversations, staff could see that the new instructional approach was clearly benefiting students as it showed significant gains in their academic achievement. Having all staff and administrators aligned in their support of the new direction at KUA will continue going forward.

The focus areas from the last biennium continue to be priorities and are carried over into our Integrated Program Plan. We will be continuing to focus on strengthening student, family, and staff engagement and strengthening our new approach to instructional support at KUA. With a common vision and goals, KUA staff have the same focus on instructional methods and have gained a sense of collective agency and efficacy. Through our new system of behavioral support to students, we are establishing a stronger culture for our school community which will continue to be a focus in future implementation efforts.